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Projet de réforme des programmes à la faculté des arts de l'université Laval

Dans le Québec, le cours préparatoire au baccalauréat ès arts s'échelonne sur une période de huit ans, et s'appelle le 'cours classique' divisé en deux cycles égaux que l'on a assez récemment nommés 'cours secondaire' et 'cours universitaire'. A la suite de critiques multipliées, l'université Laval a institué au printemps de 1957 une commission chargée d'étudier si le cours classique continuait de répondre aux besoins actuels et, dans le cas d'une réponse négative à cette question, de proposer un nouveau programme de formation et de culture mieux adapté aux exigences de notre milieu et de notre temps.

Il n'est pas possible d'exposer ici les travaux de la Commission ni sa méthode de travail. Un rapport circonstancié accompagné d'un nouveau programme fut présenté au Conseil universitaire de Laval, en mai dernier.* Voyons brièvement les grandes lignes de la réforme proposée.

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Après une étude de l'étudiant et du milieu dans lequel il vit, le rapport établit les principes d'une formation intégrale et d'une culture conformes à des données sur l'humanisme, qu'il définit en fonction des valeurs éternelles de l'homme et des conditions dans lesquelles vit le Canadien de langue française. Le rapport conclut que si la formation intégrale doit avoir comme objet le plus haut perfectionnement de toutes les facultés de l'homme, la culture doit surtout consister dans l'acquisition, par l'étudiant, d'une synthèse de ses connaissances et de ses expériences personnelles, synthèse assez dynamique cependant pour amener l'étudiant à un véritable engagement sur le plan de sa vie personnelle.

Indirectement, la Commission s'est intéressée aux programmes de l'école élémentaire, mais seulement dans la mesure où celle-ci prépare les élèves qui passent ensuite sous la juridiction de la faculté des arts.

Le cours élémentaire actuel a comme fonction de préparer des élèves à la vie. Il semble que ce soit trop lui demander. La Commission suggère plutôt un cours élémentaire de *six ans*, non terminal, mais orienté vers trois types de cours de niveau secondaire: 1) un cours complémentaire de *trois ans* destiné à préparer à des études professionnelles élémentaires ou moyennes, les enfants peu doués au point de vue intellectuel ou qui n'ont que peu de goût pour les études spéculatives; 2) un cours secondaire général ayant comme fin de donner aux élèves moyennement doués pour l'étude une préparation soit pour la vie, soit pour des études professionnelles supérieures; 3) un cours secondaire des humanités dont le programme, élaboré pour les élèves supérieurement doués, préparerait à l'admission au collège, c'est-à-dire à l'université. On comprend que ce soit à ce dernier programme que la Commission ait accordé toute son attention, les autres relevant de la juridiction du département de l'Instruction publique.

La faculté des arts de l'université Laval s'est toujours intéressée aux étudiants qui quittent l'école élémentaire et qui sont aptes à poursuivre des études jusqu'à l'université. Voilà pourquoi, au lieu de proposer un programme pour le seul niveau du collège,

*Rapport de la Commission des programmes de la Faculté des arts au Conseil universitaire. Québec, Université Laval, 1960, 2 volumes.

la Commission en a présenté un couvrant le niveau secondaire et le collège. Ce nouveau programme, divisé effectivement en deux niveaux bien distincts, porterait le nom de 'cours des humanités'.

La Commission souhaite ardemment que le cours secondaire des humanités ait une durée de *six ans*. Mais comme le cours élémentaire a actuellement, dans le Québec, une durée de sept ans, c'est donc à un cours secondaire de *cinq ans* que la Commission s'est arrêtée en attendant que le département de l'Instruction publique accepte de diminuer d'un an la durée du cours élémentaire.

* * *

Ce cours secondaire des humanités préparera au diplôme d'immatriculation senior obtenu à la fin de la 12e année. Le programme contient les matières jugées obligatoires pour la formation et la culture d'élèves doués pour les études universitaires. Aux disciplines considérées depuis toujours comme humanisantes—religion, langue maternelle, langue seconde, langues anciennes, mathématiques, histoire, géographie—la Commission propose d'ajouter toutes les sciences nécessaires à tous pour une meilleure compréhension de notre civilisation technique. Afin d'assurer une formation plus complète, elle a inscrit au programme des cours obligatoires en éducation physique et en beaux-arts.

L'étude d'une troisième langue demeurera obligatoire pour tous: ceux qui ne dépasseront pas le niveau du cours secondaire pourront opter entre le latin, le grec, l'allemand, l'espagnol ou l'italien. Mais la Commission suggère que pour obtenir un baccalauréat ès arts, un élève devra avoir étudié une langue ancienne pendant au moins quatre ans au cours secondaire ou le latin en 12e année et pendant tout le collège.

L'étude de l'histoire proprement dite, jugée trop abstraite pour des élèves de 8e et 9e années, a été reportée en 10e, 11e et 12e années. D'autre part, la formation scientifique dont on a affirmé qu'elle était négligée par l'ancien programme, semble mieux assurée par un ensemble de cours de sciences naturelles (8e année), de géographie (9e et 10e années), de chimie (11e année), de biologie et de physique (12e année).

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Tous ces changements apportés au programme du cours secondaire n'ont pas amené la Commission à croire qu'il était possible à ce niveau d'aboutir à une formation complète et encore moins à la culture. Comme le cours secondaire correspond à la phase de l'adolescence, la Commission a conclu que c'est au collège seulement, au moment où le jeune homme devient progressivement adulte, que la formation et surtout la culture pourront atteindre un degré convenable de perfection. Et c'est à ce niveau du collège que la réforme proposée est la plus sensible.

Le cours classique ne maintenait qu'une distinction théorique entre le 'cours secondaire' et le 'cours universitaire'. Le premier n'était en fait qu'une partie d'un cours dont les programmes, pourrait-on dire, ne se terminaient qu'avec la classe de Rhétorique, c'est-à-dire en deuxième année du 'cours universitaire'. Et dans le langage courant, on disait toujours "le cours secondaire classique" bien que le programme aboutît normalement à un premier titre universitaire, le baccalauréat ès arts. Celui-ci était d'ailleurs de type général (pass B.A.). Une seule institution, le Collège universitaire Laval, pouvait préparer au B.A. avec mention (B.A. with major) et encore en sciences seulement. Le programme des quatre dernières années du cours classique, appelé 'cours universitaire', était entièrement obligatoire pour tous. Les deux premières années étaient davantage centrées sur les littératures, les deux dernières sur la philosophie et les sciences.

* * *

Dans le nouveau programme, les étudiants qui entrent au collège auront nécessairement été reçus à l'épreuve de l'immatriculation senior et la durée de la scolarité nécessaire à l'obtention du baccalauréat ès arts général, après cette immatriculation, sera de *trois ans*.

Les seules matières obligatoires seront la religion, la langue maternelle et la philosophie, de même qu'un cours de civilisation canadienne en première année. L'élève pourra choisir des options en langues, sciences de l'homme, sciences expérimentales, sciences d'observation, beaux-arts, arts domestiques, etc. Il pourra ou non, selon certaines exigences académiques, obtenir des mentions (major) dans toutes ces disciplines et même, avec une quatrième année d'études, obtenir un baccalauréat ès arts avec spécialisation (B.A. with honours).

* * *

Telle est, en résumé, la réforme que la Commission du Programme suggère aux autorités universitaires pour réaliser aussi complètement que possible le double objectif de tout cours d'humanités: former et cultiver les candidats au baccalauréat ès arts, et les mettre ainsi en mesure de prendre pleinement leurs responsabilités.

—Alphonse Lafrenière, ptre

International Association of Universities

Universities of the world elect James president

At the Third General Conference of the International Association of Universities held in Mexico City in September the assembled universities of the world voted into office as their President for the next five years, Dr. F. Cyril James, Principal and Vice-Chancellor of McGill University.

This was a well-earned personal tribute to Dr. James who has played an outstanding role of leadership in the international affairs of universities during the past two decades, but it was also proclaimed throughout the academic world as a signal honour for Canada.

* * *

What is the International Association of Universities? Despite its importance, despite the value of the work it performs, the purpose and activities of the Association are not as widely known in this country, the home of its new president, as they deserve to be.

Nearly all the great universities of the world are members. There are now 366 universities and other institutions of higher learning represented (including eight Canadian universities), and the membership grows steadily each year. The Association was founded only in 1950, but its creation fulfilled the hopes of many years of planning and endeavour. The impetus for its founding was given by the General Conference of Unesco in 1947. Then the first conference took place at Nice in 1950, the second at Istanbul in 1955, and the Third General Conference in Mexico City in September 1960. The next conference will be held in Tokyo, probably in 1965.

The major purpose of the Association is "to promote academic cooperation at the practical level and in this way to provide useful services to university institutions throughout the world, as well as to other bodies concerned with higher education and scientific research."

In the first years of the Association's existence this purpose was principally achieved through the day to day work of its very able secretariat, located in Paris. The secretariat operates such important services as the following: central administrative office, reference library and documentation centre, research and information service, centre for cooperation in higher education, and a publishing house. Works like the *International Handbook of Universities* are standard reference material in every Canadian registrar's office.

In addition to these secretariat activities, the Association is now able to give leadership in matters of academic policy. To quote again: "Commission meetings, studies and reports, organized in cooperation chiefly with Unesco, with other international agencies, with government services, and with private bodies such as philanthropic foundations, enable the Association to exercise a growing influence on the evolution of university life in nearly all areas of the world. In all its activities, the Association seeks to contribute to the advancement of knowledge and the growth of international understanding, and to promote the interests of university institutions in the cause of human progress . . . "

To guide the Association's study of university problems, a Joint Unesco-IAU Committee was formed in 1959, with the support of some of the larger private foundations, and the first major project, a two-year inquiry into access to higher education throughout the world, is already under way.

* * *

The Conference at the National Autonomous University of Mexico in September was attended by some 350 delegates, representing more than 300 member institutions. The three themes discussed were: (1) higher education and public service; (2) the interplay of science and the humanities, and (3) the expansion of higher education. From these discussions, and from debate in plenary sessions, it became quickly evident that every delegate believed the decade ahead to be an era of essential change and challenge. Every delegate present, coming from the pressing concerns of his own institution, his mind engrossed with building programmes, enrolment projections, staff and curriculum planning, etc., must have found it exciting to discover that these were the common, fundamental problems throughout the entire world of higher education; and that resolutions of those problems are as urgently sought in Bangkok and Bombay as they are in Birmingham and British Columbia. The delegates returned home with the knowledge that universities in all parts of the world face the same problems, and are working toward the same, essential solutions.

—COLIN MCDOUGALL

(H. M. R. Keyes is Secretary-General of the International Association of Universities; the address is: 6, rue Franklin, Paris XVI.)

Publications

Order direct from the publishers.

University costs rising

- "Enrolment increased 62% from 1952–53 to 1959–60 and is likely to rise another 125% by 1970–71.

- "Old universities are expanding and new ones are being established in almost every province.

- "Staffs have expanded and must become larger and larger.

- "Inevitably, university expenditures have risen, and will continue to rise.

- "University operating costs totalled an estimated $144 million in 1959–60 and are increasing at the rate of 15% per annum. They are expected to be about $183 million in 1961–62.

"University construction will cost more than half a billion dollars between 1959 and 1965."

These are the highlights of the first in a new series of studies on "Financing Higher Education in Canada — Le financement de l'enseignement supérieur au Canada" being undertaken by the Research and Information Service of the Canadian Universities Foundation. Study No. 1, by Edward F. Sheffield, is entitled *Financial Needs of Canadian Universities and Colleges, 1960 — Besoins financiers des universités et des collèges du Canada, 1960* (Ottawa, Canadian Universities Foundation, 1960, 15 pp. Single copy free; additional copies 25c each.)

Graduate students in science

Recent studies of the characteristics of graduate students in science and engineering at Canadian universities are summarized in an article entitled "Science Postgraduates of Canadian Universities," *Canadian Public Administration*, December 1960, by E. H. Stock and P. J. Beaulieu of the National Research Council.

"In the academic year 1959–60 there were more than 2500 graduate students registered in Canadian universities in science and engineering, nearly twice the number who were registered six years ago. Almost half of these students were in the physical sciences, approximately one-quarter in engineering, and the remainder in agricultural and biological sciences (excluding medicine)." One-third were from outside Canada; one in 16 was a woman; half were married, most received financial aid of some sort.

"Almost 70% of the Canadians (qualifying for the Ph.D. in 1960) were remaining in Canada; 20% were leaving the country for further study; only 10% were taking up employment in the United States. . ."

Government by professors

In "The Reform of University Government," *The C.A.U.T. Bulletin*, XI (Oct. 1960), 10–35, the CAUT Committee on University Government (Prof. D. C. Rowat of Carleton was chairman) present the view that "members of the academic staff should constitute a majority of the governing body." They would limit the terms of presidents and deans and the powers of administrative officers.

In the words of the report, "our university community and indeed the general community should accept nothing less as their goal than the reform of our university governments so as to make them highly independent and self-governing, with the academic staff having the predominant voice in all matters of policy and administration."

Wishful thinking?

If their parents' dreams come true, 31% of the 90,000 boys and girls who were in Grade 9 in Ontario last year will enter university. Twenty-nine per cent of the youngsters themselves plan to go to university, and 37% said they intend to prepare for executive or professional careers. If their teachers' suggestions are followed, 21% will go to college. This information is reported in *Twenty Questions:* An Analysis of the Replies to the "Student Questionnaire" from the Carnegie Study of Identification and Utilization of Talent in High School and College, by D. G. MacEachern (Department of Educational Research, Ontario College of Education, Toronto, 1960, 15pp.).

The Ontario Department of Education has estimated (*Report of the Minister, 1959*) that of the youngsters who entered Grade 9 in 1955, 23% reached Grade 13 in 1958, 12% qualified for the graduation diploma, and eight per cent left with the intention of going to university.

The Carnegie report shows, too, that nine per cent of the fathers of these Ontario Grade 9 pupils had attended university, 6.7% of them having attained a degree. For their mothers the proportions were 4.6% and 3.1%. It seems fair to assume that these percentages are descriptive of married men and women in their thirties and early forties in Ontario.

On being a good host

For the guidance of Canadians who want to be friendly and intelligent hosts to students from abroad, the National Committee for Friendly Relations with Overseas Students (22 Willcocks Street, Toronto 5) has published a 12-page pamphlet, *Unofficial Ambassadors in the Community.*

L'enseignement des sciences au Canada français

Dans un article intitulé "Opération sciences au Canada français," qui a paru dans *Perspectives* le 15 octobre 1960, M. Jean Bouthillette décrit le lent développement de l'enseignement supérieur dans les domaines du génie et des sciences dans la province de Québec. Toutefois, signale-t-il, le rythme s'accélère et l'avenir est prometteur.

University support by NRC

The National Research Council of Canada published in September its *Report on University Support for Science, Engineering and Medicine for the 43rd Year of Operation, 1959–60* (Ottawa, The Council, 1960, 213 pp., 50¢). "Expenditures in the fiscal year 1959–60 were 9.37 million dollars compared with 6.75 million for the previous year (1958–59) and 3.12 million in 1955–56."

Details are given of direct support (scholarships and fellowships, grants in aid of research and travel grants) and indirect support (including research journals).

Scientific personnel

The 1960 *Biennial Survey of Requirements for Professional Personnel in Scientific and Technical Fields* conducted by the Economics and Research Branch of the Department of Labour, Ottawa, revealed that the employment of engineers increased by 4.2% in 1959, and was expected to increase by 7.3% in 1960, 5.0% in 1961 and 4.1% in 1962. Comparable percentages for scientists (details are given for seven classes) are 4.1, 5.8, 4.9 and 3.2. Reports from universities and colleges show an increase of 9.3% in the number of engineers employed in 1959 and expected increases of 13.7%, 11.0% and 9.2% in the succeeding three years. For scientists the percentages are 10.2, 8.6, 7.6 and 6.2.

Twenty-four per cent of employers reported difficulty in recruiting engineers, scientists and architects in 1959, and 21% expected difficulty in 1960, 1961 and 1962. Eighty per cent of universities reported such difficulty in 1959 and the same percentage expected the difficulty to continue through the next three years.

The Canada Council

The lead article in the Autumn 1960 *Bulletin* of The Canada Council summarizes Council's role in relation to the universities, their professors and their students.

Retention and drop-out

The Education Division of the Dominion Bureau of Statistics has published the results of its years-long study of *Student Progress through the Schools* (Ottawa, Queen's Printer, 1960. 46pp. 50¢). Resulting estimates for the 1950's are that of every 100 youngsters entering the second grade, 66 will enter secondary school, 33 will survive to the junior matriculation year, nine will enter university, six will take a first degree, one a master's degree, and 0.15 (or between one and two in a thousand) a doctorate.

University adult education

In the year 1957–58 the part-time enrolment of adults in university extension programmes was nearly twice as large as full-time enrolment in degree courses. This is but one of the revelations of a new report by the Dominion Bureau of Statistics: *Survey of Adult Education—L'Education populaire, 1957–58* (Ottawa, Queen's Printer, 1960, 71 pp. 75¢). Twenty-three tables present data on study in credit courses and in non-credit courses; the age, sex and occupational distributions of adult students; the types of courses followed; extension service staffs; and finance.

NCCUC Proceedings, 1960

The *Proceedings* of the 36th meeting of the National Conference of Canadian Universities and Colleges, held June 2–4, 1960 at Queen's University, Kingston, have been published (T. H. Matthews, editor; D. R. Patterson, assistant editor. Ottawa, Canadian Universities Foundation, 1960, 120 pp. Price in Canada, $1.00; elsewhere, $1.25). The principal contents are the papers presented in two symposia: "The Creation of New Universities" and "The Humanities and Modern Science: Two Cultures or One?" Also included are reports, the constitution of the NCCUC and a list of its members.

Personnel des collèges classiques

Volume II du *Recensement du personnel des collèges classiques, année académique 1956–57* a été publié par la Fédération des Collèges Classiques (6655, Côte-des-Neiges, Montréal 26). Il est une étude statistique du personnel enseignant et non-enseignant des collèges de garçons selon l'état de vie, l'âge, l'origine familiale, les qualifications, l'expérience, les occupations et les salaires.

University salaries, 1937–60

University Teachers' Salaries — Traitements des professeurs d'université, 1937–1960, published by the Dominion Bureau of Statistics (Ottawa, Queen's Printer, 1960, 35 pp., 75¢) takes the place of the 1959–60 edition of *Salaries and Qualifications of Teachers in Universities and Colleges*.

Data are given for 17 universities for the years 1937–38 to 1959–60. They show an increase in median salary from $3,211 to $7,979 (148%) over that period. Almost all of the increase took place after 1945.

Other recent publications of interest

Order direct from the publishers.

Anderson, Kenneth E., *ed. The Coming Crisis in the Selection of Students for College Entrance.* Washington, American Educational Research Association, National Education Association, 1960, 39 pp. $1.00.

Association of American Colleges. *Fellowships in the Arts and Sciences, 1961–62.* 4th edition. Association of American Colleges, 1960. 149 pp. $3.00. Available from American Council on Education, Washington.

Association of Universities of the British Commonwealth. *United Kingdom Postgraduate Awards 1960–62.* 10th edition. London, A.U.B.C., 1960. 136 pp. Free to universities and libraries.

Association of University Teachers. *The Superannuation of University Teachers.* London, Association of University Teachers, 1960. 18 pp.

Association of University Teachers. *Some Problems of University Development.* London, The Association, May 1960. 7 pp. 1/6d.

Berelson, Bernard. *Graduate Education in the United States.* (Carnegie Series in American Education). New York, McGraw-Hill Book Co., 1960. 346 pp. $6.95.

Bowen, Robert O., *ed. The New Professors.* New York, Holt, Rinehart and Winston, Inc., 1960. 215 pp. $3.50.

British Council *and* The Association of Universities of the British Commonwealth. *Higher Education in the United Kingdom: A Handbook for Students from Overseas.* London, Longmans, Green and Co., 1960. 221 pp. 6s.

Canada. Dominion Bureau of Statistics. Business Finance Division. *Federal Government Expenditures on Scientific Activities, 1958–59.* Ottawa, Queen's Printer, 1960. 43 pp. 75¢.

Corson, John J. *Governance of Colleges and Universities.* (Carnegie Series in American Education). New York, McGraw-Hill Book Co., 1960. 209 pp. $5.50.

Ducret, Bernard and Rafe-uz-Zaman, *eds. The University Today: Its Role and Place in Society.* Geneva, World University Service, [1960]. 333 pp. $4.00. (Canadian contributor: Pierre Dansereau.)

Grant, Douglas, *ed. The Humanities in Soviet Higher Education.* (University of Toronto Quarterly Supplements). Toronto, University of Toronto Press, 1960. 96 pp. $2.50.

Great Britain. University Grants Committee. *Returns from Universities and University Colleges in receipt of Treasury Grant 1958–1959.* Cmnd. 1166. London, H.M.S.O., 1960. 58 pp. 4s. 6d.

Havighurst, Robert J. *American Higher Education in the 1960's.* Columbus, Ohio State University Press, 1960. 92 pp. $2.50.

Industrial Foundation on Education. *The Case for Increasing Student Motivation, 1960 Supplement.* (Report No. 9). Toronto, The Foundation, May 1960. 30 pp.

Lins, J. E. *Methodology of Enrollment Projections for Colleges and Universities.* American Association of Collegiate Registrars and Admissions Officers, 1960. 67 pp. $2.00. Available from American Council on Education, Washington.

Liveright, A. A. *Adult Education in Colleges and Universities.* (Notes and Essays on Education for Adults No. 30.) Chicago, Center for the Study of Liberal Education for Adults, 1960. 50 pp. Single copy free, extras 25¢ per copy.

MacLennan, Hugh, *ed. McGill, The Story of a University.* London, Allen and Unwin, Ltd., 1960. 135 pp. 27s. 6d.

Medsker, Leland L. *The Junior College—Progress and Prospect.* (Carnegie Series in American Education). New York, McGraw Hill Book Co., 1960. 367 pp. $6.50.

Mellor, Bernard. *The American Degree: A Comparative Study for British Students.* Hong Kong, Hong Kong University Press, 1960. 39 pp. 3/9d.

Miller, D. R. (President, University of British Columbia Alumni Association). "Alumni Horizons." *American Alumni Council News* Vol. XXVII No. 3, November 1960. pp. 2–3, 26.

Mitchener, R. D. "Canadian Universities and Colleges." (*Reference Papers*, No. 106). Ottawa, Department of External Affairs, Sept. 1960. 7 pp., appendices. (For distribution abroad only).

National Education Association. Research Division. *Salaries Paid and Salary Practices in Universities, Colleges and Junior Colleges, 1959–60.* 4th biennial study Washington, N.E.A., 1960. 54 pp $1.00.

Ness, Frederic W., *ed. A Guide to Graduate Study: Programs Leading to the Ph.D. Degree.* [in the U.S.A.]. 2nd edition. Washington, American Council on Education, 1960. 457 pp. $6.00.

Selden, William K. *Accreditation: A Struggle Over Standards in Higher Education.* New York, Harper & Bros., 1960. 138 pp. $2.50.

Stewart, Brian. "The Professor in Your Living Room." *CBC Times.* Nov. 19–25, 1960.

Unesco. *Formal Programmes of International Co-operation between University Institutions.* (Educational Studies and Documents No. 37). Paris, Unesco, 1960. 39 pp. 50¢.

Unesco. *Programmes officiels de coopération internationale entre institutions universitaires.* (Etudes et documents d'éducation No. 37). Paris, Unesco, 1960. 41 pp. 50¢.

United States Office of Education. *College and University Faculties: Recent Personnel and Instructional Practices.* (Bulletin 1959, No. 27). Washington, U.S.G.P.O. 1959. 61 pp.

Whitworth, F. E., "College Student Selection and Retention." *The School Guidance Worker.* November 1960.

Whitworth, F. E. "Should College Doors Be Wide Open?" *School Progress*, October 1960.

News

CUF brief scores on loans for student residences

Late in November the House of Commons passed legislation authorizing the Central Mortgage and Housing Corporation to make long-term loans to universities for the construction of student residences.

This satisfied one of the four requests made in a brief presented to the Prime Minister of Canada earlier in the month by a delegation of university heads (Very Rev. H. F. Légaré, Dr. Claude Bissell, Msgr. I. Lussier, Dr. W. A. Macintosh, Dr. H. H. Saunderson and Msgr. H. J. Somers) representing the Canadian Universities Foundation.

The four specific requests were:

"(1) that there be an increase by 1962–63 from $1.50 to $2.50 a head in federal grants to the universities;

"(2) that for each full-time student enrolled in a school of graduate studies proceeding either to an M.A. or a Ph.D. or their graduate equivalents, and for each full-time student enrolled in a faculty of medicine or a faculty of dentistry, an additional payment of $500 be made;

"(3) that the present capital grants for university construction on a matching basis be extended so as to include grants made for science buildings through the agency of the National Research Council, and that an annual sum of between five and eight million dollars be made available both to the Canada Council and to the National Research Council for this purpose;

"(4) that an amendment be introduced to Central Mortgage and Housing Corporation legislation and regulations to allow the corporation to lend money on 30-year mortgages to the universities at a rate of interest no higher than that paid by the government on its own long-term obligations, to permit the universities to construct residences for students and housing for married students."

Copies of the 25-page brief may be obtained from the Foundation.

Academic vacancies, List No. 2

The second listing of academic vacancies in member institutions of the National Conference of Canadian Universities and Colleges was released November 15. It contains announcements of 67 vacancies in 11 universities. Nearly half are in engineering and other physical sciences, about a third in the social sciences, and smaller numbers in the humanities and the biological sciences.

Additional lists will be issued February 15 and April 15. Copies of the lists may be had on request to the Secretary, Canadian Universities Foundation, 77 Metcalfe Street, Ottawa 4.

Deux nouvelles universités à Montréal?

La Compagnie de Jésus a annoncé qu'elle demandera à l'assemblée législative de Québec d'approuver la constitution en société de deux universités à Montréal. L'une, de langue anglaise, serait créée en modifiant le statut du Loyola College, qui deviendrait **Loyola University.** L'autre, une institution de langue française, qui serait désignée **l'Université Sainte-Marie,** serait constituée par la fusion de trois collèges qui sont actuellement dirigés par les Jésuites—le Collège Sainte-Marie, le Collège Jean-de-Brébeuf (tous deux affiliés à l'Université de Montréal) et le Collège d'Immaculée Conception auquel, il y a un an, on a octroyé les pouvoirs universitaires dans les domaines de la théologie et de la philosophie sous le nom: Les Facultés de la Compagnie de Jésus.

Medical Research Council

Creation of a Medical Research Council to take the place of the NRC's Division of Medical Research has been announced by the National Research Council. Its first chairman is Dr. R. F. Farquharson, professor emeritus of medicine of the University of Toronto. Dr. Joseph Auer, associate dean of medicine of the University of Ottawa, is secretary.

The new Council was recommended by a committee, headed by Dr. Farquharson, in a report tabled in the House of Commons in August. (Copies of the report are available from the Awards Office, NRC, Ottawa.) Other recommendations of the committee included federal expenditure of $25 million for medical research buildings and facilities in university medical schools and $12 million in affiliated teaching hospitals.

Aid to visiting lecturers

The Canada Council has inaugurated a programme of aid to visiting lecturers in order to assist Canadian universities to bring outstanding scholars to their campuses for short periods. The Council will help defray travel costs and contribute to the honoraria paid to lecturers.

Collège Mathieu

Le Collège Catholique de Gravelbourg (Saskatchewan) a changé son nom. Il s'appelle maintenant Le Collège Mathieu de Gravelbourg.

Student press in the doghouse again

What purported to be a prostitute's soliloquy was printed in *Le Carabin*, the student newspaper of Université Laval, in October. Three student editors were expelled. Student papers across the country editorialized against such drastic punishment, in at least seven cases reproducing the offending piece—in the original French or in pale English translation or both—in order that their readers might see what started it all. Local storms ensued, most of them caused by public protest rather than by university staff reaction. No other disciplinary action by university administrations has been reported.

More recently the editors of *Le Quartier Latin* of the Université de Montréal have aroused antagonism by making allegedly heretical statements.

Then in November *The UAC Gauntlet*, student paper at the University of Alberta in Calgary, carried an editorial about Remembrance Day which was considered to be uninformed and in singularly bad taste. Public apologies followed.

Commonwealth Scholarships

Eighteen Canadians were awarded United Kingdom Commonwealth scholarships for 1960–61 and are now studying in Great Britain. Applicants for 1961–62 awards tenable in the U.K. numbered 186.

Four Canadians have been approved for Australian, and two for New Zealand awards. One has been nominated for a scholarship in Malaya, one in East Africa, and one in Rhodesia and Nyasaland, but notice of approval has not yet been received. There were no Canadian candidates for South African scholarships.

India is the only country which has so far announced fellowships for senior scholars. It will award five for 1961–62.

Applications for the 125 Canadian awards for 1961–62 must be screened in the countries of origin, and received by the Canadian committee by January 16, 1961.

Collège Jésus-Marie de Shippegan

C'est le nom du nouveau collège pour jeunes filles à Shippegan, N.-B., affilié à l'Université du Sacré-Coeur.

Friendship University

Moscow's new Friendship University for students from other lands opened in October with an enrolment of 500 students, chiefly from Africa, Asia and Latin America. It is reported by the Soviet press that more than 35,000 applicants competed for these 500 places.

Tuition is free, travel expenses are paid by the USSR, and each student receives free living accommodation and a stipend. The university has six departments: engineering, medicine, agriculture, history and philology, economics and international law, and physics and mathematics. Courses are of five years' duration, most of the first year being devoted to study of the Russian language.

International conference on university extension

One of several special meetings related to the second Unesco World Conference on Adult Education (Montreal, August 1960) was the Sagamore Conference on University Extension, held at Syracuse University, September 3–8, and attended by 38 delegates from 12 countries. Topics of discussion included: the true nature of a university; the special character of university adult education; and the roles of university extension. The proceedings are to be published.

The conference formed a continuing committee of which Prof. W. J. McCallion of McMaster University is chairman, and it is planned to hold an international congress on university adult education in three or four years. Regional conferences also are planned.

Editorial Notes

• Les collaborateurs à ce numéro comprennent **Monseigneur Alphonse Lafrenière,** qui était président de la Commission du Programme de la Faculté des Arts, Université Laval, and **Colin M. McDougall,** Registrar of McGill University, one of the eight representatives of Canadian universities at the Third General Conference of the International Association of Universities.

• Corrections: (1) In the previous issue we spelled 'Huntington' (Huntington University, Sudbury) both correctly and incorrectly. (2) The issue of *School Progress* devoted to higher education was dated May, not March, 1960.

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